



OLA Teacher Toolbox

In this section you will find:

For Dialogue and Speaking

Group/Pair Shares

Incorporating Drawing

Games

Activities

How to Incorporate Writing into the Circle

Ideas for Homework

Topics

Differentiation Techniques

Resources in Spanish



For Dialogue and Speaking

Pass the question/statement (123, vowel, ¿Cómo te llamas? – Whats your name?)

****Tess** had a lot of success with this one!

****Favorite:** 5 kids go to middle of the circle. They go out and ask 5 students a question (pej: What's your name?). They take that students place and that student has to go ask a question and/or say a statement to another student, who then takes that student's place, etc.

*Can be done with any number of students in the middle (10 students, etc.)

*This could be done in many variations, with sentences, questions, conjugations, etc.

(por ej: Suzy pega a Jose en la rodilla – to practice body parts & conjugation)

*Have students go in the middle and act out actions that the class tells them to do

(Marty dispara a Nancy, Jo and Sam pegan a Suzy, etc.)

*Really good practice for él/ella. ¿Cómo se llama ella? Ella se llama _____ / also for

mi, tu, su. (cuando es tu cumpleaños, mi cumpleaños es..)

-Pato pato ganzo – pero con preguntas. When they touch someone, that person has to ask a question to someone else when they sit down.

Variation: conjugate and/or say numbers as they walk around the circle. (hablo, hablas,

habla, etc. / uno, dos, tres, etc.)

Variation: 'fishbowl' – las personas en medio necesitan responder a las preguntas.

Teléfono: For beginners: the first student asks a question and then the second person responds and passes that answer down. See if it ends up with the same answer as at the beginning! (for example: how are you? I'm in love. She's in love. She's in love. Will probably change to something else. The person at the end reports out.

Variation: Pass the information. One person creates a sentence and passes it (can be for beginners, intermediate, or advanced). The person at the end presents it to the class.

*Tip: too small or too big of groups are a problem.



Interviews:

- Write questions in the form of 'you'.
- Interview another person and respond with 'I'.
- The person writes down the answer in the form of 'I'.
- The student then rewrites the answers in the form 'he/she'
- Create a poster with the information of the other person.
- Share out orally to the class or in groups.
- Can also write a paragraph out about themselves or other person.
- *Can do conjugation practice with the verbs from the questions

Adaptation: Students have different roles/personalities/jobs and interview based on those elements. Could even have to dress up for it and conduct a 'formal interview' day.

Adaptation: Job interviews. Students are assigned and/or choose careers. This could be adapted depending on level. Could research the job, share out, then have a day where students have a 'Job Fair' and interview each other.

Questioning Activity:

To start out the class **today** we did lots of review questions, I would ask direct questions, students responded and then I would ask the class the indirect questions regarding the person I had just spoken to. I used all of the questions we had studied from day one, ¿How are you?, ¿How old are you?, ¿What's your name?, ¿When is your birthday?, ¿Do you like...?, and ¿Do you have....?, etc.

1. I asked everyone to quietly write 5 interview questions, all mixed up.
2. Teacher paired the students up. They asked direct questions and wrote down the responses using the indirect forms.
3. Each person then shared out one piece of information in the circle.
4. Continue with a daily practice - 10 min – fixing corrections as teacher goes around, practicing pronunciation.
5. The final is an **Entertainment Tonight** format. One person being the interviewer and the other a movie star interviewee...Lots of fun!



Group/Pair Shares

Turn and talk – <http://www.district6.org/cra/wp-content/uploads/2009/02/TurnTalk.pdf>

Turn and Talk Goal: To hold the student's thinking as they read

o Teacher stops the class during a shared reading, asking students to turn and talk to their neighbor about a comprehension strategy, such as:

Monitor for meaning - know when you know, and when you don't know

Use and create schema – make connections between the new and the known, build and activate background knowledge

Ask questions - generate questions, before, during, and after reading that lead you deeper into the text

Determine importance - decide what matters most, what is worth remembering

Infer – combine background knowledge with information from the text to predict, conclude, make judgments, interpret

Use sensory and emotional images - create mental images to deepen and stretch meaning

Synthesize - create an evolution of meaning by combining understanding with knowledge from other texts/sources

Or, about any question the teacher may want to pose.

Moderated Discussion –

<http://www2.district6.org/cra/wp-content/uploads/2009/02/moderateddiscussion.pdf>

Form an essential question.

- One person moderates (teacher or student).
- If you wish to speak, raise your hand, moderator writes your name down.
- Moderator gets to each person, in order, and crosses their name off as they finish.
- As an option, have a list of people in the group, moderator tracks the number of times a person speaks. This allows for you to easily award participation points.
- Responses are limited to one minute.
- Moderator can ask follow up questions to clarify only.

Crater Renaissance Academy Teacher Toolbox. *This link takes you to a wealth of ideas such as **Chalk talks, freewrite set-ups** etc:

<http://www.district6.org/cra/staff-resources/resources/>

Pair Share (ask a neighbor, count off, organize groups por interes – colores favoritos, cumpleaños, etc.)

Small group share outs

Share out to class.



- Summary of what was discussed: short paragraph
- Main idea: one sentence
- One interesting fact
- Everyone shares one thing
- Etc.

Variation: Find a creative way to present it to the class. For ex: using your bodies to express what you're saying, pretend you're a game show, etc.

Share out to other group

- Each person shares one interesting fact.
- Each person presents about someone else.

**Favorite: In a line – pass down the conjugation and/or question and/or vocab (for ex: What's your name? My name is__. What's your name? etc.) OR (How are you? Im good. How are you? Im angry. Etc.)

Variation: They form a line but they ask a new question each time and then that person runs to the other side.

Topic discussions: Talking about topics, either brought up by students or possibly introduce by teacher through a story or authentic source. ******(See end of document for topic ideas)



Incorporating Drawing

Draw something that another person describes (descriptions, emotions, a picture, A/B pics, etc.)

Explain drawings. Take a drawing and then describe it in L2.

Drawing pictures of the emotions – then doing various activities with the emotions.

- Double circles

- Asking questions with the emotions in groups (Are you happy? Are you sad? Why?)

- Acting out answers (for beginners)

Competitions with emotion flashcards (or any vocabulary)

- Could be done just as vocabulary identification

- Could be one as Q & A activity.

Activity: For homework or in class: draw something that is important to them and why. Either through writing or speaking, another person in class explains what the topic is and why it's important. Can be anonymous, if they want to try to guess who it is.

Monster activity

1. Teacher draws a monster as the class is giving her descriptions.
2. For Hmwk: students draw a monster
3. Next day in class: Describe it to a different person & the other person draws it
4. Switch roles
5. At end, revealed each others monsters to each other
6. For hmwk: describe the monster's personality
7. Next day in class share out the personalities

Adaptations:

- Have students pass the monster and write down what they think the personality is
- Tape monsters on wall and have students write down descriptions on the paper
- Get in groups and share their monsters



Games

'Mine field' – Students shout out directions to students across the room. Obstacles are placed in their way. (Forward, back, left, right). The goal is to get from one side to the other without stopping or running in to anything. If they stopped or hit anything, they had to start over.

'Puppet' – one person puts arms through the other one and acts out the motions/vocab. Variation: one student moves the arms of the other.

Matamoscas –

Variation 1: put vocab on the board. 2 students get fly swatters. The teacher describes the word and whichever student hits it correctly, gets the point.

Variation 2: students get 2 minutes to write as much vocab as they can on a piece of paper. Each student gets a different color marker. Same procedure as above, but you count up who has more marked vocab with their color pen at the end.

Question Race (Carrera de preguntas) – 2 rows and 2 rows that face each other. The first person in each row asks a question and the other person answers. They then run to the back of the row directly in front of them. It continues.

Taxi Driver – Students are all in a 'car' (set up the chairs). As students come and go out of the 'taxi' they have to copy the emotion of the person in front. The class has to identify what the emotion is.

Cube Toss (*created by a student*) – make cubes with all the subjects on different sides (yo, tú, él, etc.). The teacher writes a verb on the board and the students stand in a circle and toss the cube. Whatever side it lands on, they have to conjugate the verb. Throw in more cubes as the game proceeds.

BINGO with numbers to practice spelling while others finished up testing. Fun and easy and I didn't have to be involved.

*Teacher had students put BINGO boards in their Spanish Notebooks to bring out whenever there was a need for something for a small group to work on.



Activities

Dramatizations - Students perform short stories with the vocabulary and verbs from class

Other students listen and write sentences and/or vocab they know – share out / act out after.

Theatre: Groups of 3. One person acts. The other two watch and describe how that one person feels: How is she? She is ____ (sad, angry, etc.)

Variation: Higher levels have to actually act out scenes. Students write out story lines based off the acting. See if it matches the original story or not.

Vocab Brainstorm Challenge - in partners write down all the Spanish words you can think of in five minutes

- Each group reads off their most creative words (one group by one group) - they get a point for any word they wrote that no other group in the class wrote, group with the most points wins
- Each group counts their total words and the group with the most words wins
- I've added categories for most words in a specific category or most enthusiastic or ...
- Then use their vocab "game" papers to create their vocab list.

Vocab Act - As homework, I students wrote a list of 10 things using different numbers, 1-1000, in Spanish and Spanish, i.e. cuarenta y siete libros. (47 books)

-In class students were grouped (2 or 3's) together and shared their lists, all in L2.

-The students repeated the names of the items and came up with actions for each.

-Each group then shared vocabulary and actions.

-Those with no homework had to work with someone who had the assignment

completed, or could have them do it in class.

Adaptation: Have students write sentences about those items, which ones they use more often, how many they have in their house or at school, etc.

Pass the Paper (*created by a student*) – Students are in groups of about 5. Each group gets a paper with a beginning sentence at the top. The first student adds a line, folds down the first line, and passes it to the next student. The next student adds another line, then folds over the line before it. This continues around the circle until all students have added a sentence 1-2 times. You then unfold the paper at the end and read the whole story! **This activity is intended to help the students write longer, fuller sentences using more detail.*



How to Incorporate Writing into the Circle

Writing Sequence:

1. Students write about a topic (weekend, opinion about cancer, etc)
2. Give the freewrite to someone else.
3. The other person responds with a paragraph and write 3-5 questions, asking for more information about the topic and/or the opinion of the person.
4. Return it to the original person. This person responds to the questions in a complete sentence.
5. Return it to the partner, who then reads the responses
6. Follow up with conversation about the topic: opinions, answers, etc. Have to ask a minimum of 2 more oral questions.

Other Ideas:

1. Homework.
2. Follow up the activity the next day where students:
 - Share out (read)
 - Discuss meaning breakdowns and/or corrections in large or small groups
 - Do actions with new vocabulary
 - Talk about the homework
 - Conversacion circles, groups, etc
3. React to the homework:
 - Orally
 - Writing a response
 - Writing questions and the original person or another person responds.
 - Adding on to what was already written:
 - Creating longer sentences
 - Adding on to a paragraph
 - Adding on to a story
4. Students turn in & the teacher can review it, if you would like to check where they are and/or want to set up a follow-up lesson.
5. Revisions
 - Write over again after having had it reviewed for ideas, content, lack of understanding or meaning. This review can come from teachers or other students.



6. Presentations - Rules:

- a. I only allow students to use language they KNOW.
- b. They are limited to 3-5 new words, which they must present to the class through actions. It is their job to make sure the class understands them when they are ready.
- c. Groups present 2-3 times, so that the class fully understands what they are watching.
- d. Follow – up by comprehension questions from teacher and/or students.
- e. Another option is to 'Turn & Talk' the main idea of the presentation.
- f. Another option is to have students write a response and/or summary after every presentation.
- g. Make the presentations mean something. Make sure that the whole event is comprehensible to all.

7. Freewrites-

-Students have time in class to freewrite about any topic they want and/or a given topic.

-Can be used as a reflection piece, or to introduce new topics, or to elicit conversation afterwards.

-Students can respond with their reactions to the other students' freewrite, or students are just allowed to have had that time to practice writing. *According to Swain, through the mere process of writing, learning is taking place.

8. Write one sentence and pass it. Another person adds more information and passes it. Could be used for conjugation practice, sentence extension, practice writing in complete sentences, etc.

9. Interview 10 people with 1 question. (Spanish I: Do you have a car?) Students write down the answer in the first person. Then they write down the same answer in third person. This allows the teacher time to walk around the room and differentiate. **The teacher can individually help with misunderstandings or gaps in meaning with gender, agreement, etc.*



Paper Throw Act -

-Students write their name and birthday on a slip of paper. They throw it into the middle of the room.

-They have a paper where they write 10 names of students from class. On the upper part of the paper it says, 'Amigo A' / 'Amigo B'

-They grab 2 pieces of paper and write that information for Amigo A / B.

-They then have to go around the room and ask about Amigo A / B. Whoever has the information of the 10 people they need, they write it on their paper – the whole activity is in Spanish. **Break down the directions into small parts to explain in L2, with modeling.*

Vocabulary balloon game: Students divide into two teams, or can have several opposing teams for large classes. Each side has to practice saying verbs and/or vocab. without letting the balloon hit the floor. Whichever side lets it drop and/or doesn't have a word, the other team gets a point. Inspired by the Olympics ☺

Songs / Music - The Macarena in class, sooo much fun!!! Body parts, music and dancing 99% buy in. Lori also decided to try it today and from my room (she is right next door to me) it sounded great too! I also added a little salsa, merengue and reggaeton for fun. Bachata next time

**Vocab involved:* Before each dance we went over body parts involved and directional changes.

Dice game, simple (los dados):

1. Create dice that have subjects on one (I, she, we, etc) and verbs on the other (to dance, to sell, etc.).
2. Students throw them and create any series of activities: conjugate, say sentences, create a story, conversation, etc.

Dice game, more detailed: 'Juego de los dados' game for conjugation (**can be adapted for any tense*)

- 1) Print out attached game board (if you can't print in color, mark the verbs boxes one color and the subject pronoun boxes another)
- 2) Put in a sheet protector. Each group will need a copy of the game board, two different colored dice (mine are green and white, hence the colors), and a non-permanent marker
- 3) Have students get into groups of 4-6 kids
- 4) Each student takes a turn and rolls the dice. They then state their roll (ie - verde dos, blanco seis). That square is x-ed out. They conjugate the verb and subject pronoun accordingly. If they get it right, they get the total number of points (2+6=8). If they get it wrong the first person to shout out the correct answer gets to "steal" the points. Play progresses clockwise around the table. Scores for all players are kept on a group tally sheet.
- 5) Total scores at the end. I usually have them play with at least two groups of



different students and keep total scores per person for both games and then see who has the highest points.

Adaptation: Practical application after is to use the verbs in storytelling, etc.

****Favorite - Activities with Pictures:**

Put a picture up and students have to describe the picture.

- In partners for two minutes
- Do that 5 times
- Then share out with the class different sentences.

Have pictures: students switch pictures and have to switch the subject to describe the picture.

*Variation: make up stories about the picture (more advanced levels or simple stories for lower levels)

Write 10 sentences about a picture (something from your house or a magazine, etc.)

- Share in class
- For homework: students write 10 sentences with 'you like' in question form.
- In class, students interview each other, yes or no.
- They ask the class: Does Jenny like ¿(Que le gusta Jenny...)
- Students respond with yes, she does like or no, she doesn't like. (sí, le gusta.....or 'a Jenny le gusta...')

Adaptation: The same as above, but with ¿Que prefieres? (What do you prefer?)

Family Feud

Two rows (or more) and bells. Students run to the front and have to be the first person to hit the bell and do one of the following three things (up to the discretion of teacher and/or student leader):

1. Respond to the question
2. Finish the sentence (She has a ____ / They want to ____)
3. Or touch which part of the body it is

Vocabulary wall/board/door:

Students put all verbs they know on the door. That becomes the vocab list.

Can do acts with those as a base. Working on speaking in complete sentences and/or expanding, conjugating, etc (depending on where they are in their language)



Activity-

1. Circle – go around the circle and each student contributes an action and a verb.
2. Cara a cara (Face to face)– one person gives three verbs and the other person has to use them in a story.
3. Accountability: share their stories to the class (their story or someone else's story)
4. Teacher (or students) ask comprehension questions about the story.
5. Identify the verbs and do the actions.

Creating bizarre situations: Si robas una tienda, qué robas y por qué?

Ball game: toss a ball to each other and have to say a new word every time – anything! Expressions, verbs, vocab



Ideas for Homework

- Be thinking about the purpose. What do you want them to do with the homework? Why are they doing it? What skill are you wanting them to practice? What will they get out of it? How will it set you up for class the next day?
- It should be authentic and with vocabulary they already know.
- They have to do it again if they use a translator program, a friend, or its obvious it's not at their level.
- For any new vocabulary, students put a 'New vocab' box at the bottom of the homework. They have to either draw it, describe it or be able to act it out. I do not allow use of the L1 for translation.

Ideas:

Write sentences about:

- A topic
- Opinions about topics
- Write a story
- Can be a practice of grammar, if you are seeing some major gaps in

communication that

require some fine tuning (verb-subject agreement interfering with understanding)

- Using vocabulary in any way:

Tell a story

Circumlocuting

Etc.

- Write about a picture / article / short story / youtube video / song / etc.

Tips

- Listen to the students – that could become the topic of the day.

-Follow 'clues' from the students – build on it and have it lead to funny, interesting, real life

things & new vocabulary.

- Being aware if it's a 'ceiling level' activity or a 'floor activity'

-Having 'differentiation days' where students work on gramática o vocabulario o conversación

-Always know where at and where need to be going. Constantly be pushing them towards the next level (class & individually)



-Lots of modeling (students, you, etc.)

-Always be encouraging/demanding speaking Spanish en clase (especialmente 'side conversations' & 'side phrases')

-Along w this however, sometimes in the lower levels – have them say a phrase in Spanish if they absolutely can't in Spanish, and then new vocab comes from that. Have them repeat the phrase in Spanish once they have the vocab!

-Giving directions to lower levels:

- Cognates

- Lots of modeling

- Simplify the activity

- Simplify the directions



Topics

*You can choose it to apply to what you're doing, or just pick one whenever and have them talk about it. It doesn't always have to relate to what you are covering in class. I think sometimes it's good for them to get it a bit mixed up, so they're thinking about different topics. It's that idea of recycling and attempting to provide experiences that are a bit more 'authentic'. Life isn't always by topic ☺.

*Most and/or all of these can be elevated or done at lower levels. Students just talk about it at their level (whether that's listing, or complete sentences, or narration, etc.)

Best friend(s). Describe them, tell a story, compare friends, talk about good/bad decisions you've made with friends, similar or different interests, why are they your friend?

Enemies

An important person in your life.

An important person in your family.

A person that's important to your family.

People that you don't like and why.

What kind of characteristics do you like and dislike?

A famous person that you like and why / A famous person that you don't like and why. *(These both can be simplified and/or elevated to deal with different issues: simple descriptions, personality and/or physical, behaviors that famous people do & if they're acceptable or not, etc.)*

A party with famous people – what do you guys do? Where? Etc.

A vacation with famous people. Where do you go? What do you do? When? Describe the weather and the activities. What crazy things happen? Etc.

Interesting situations with famous people, friends, family, animals, aliens, etc.

Good memories

Bad memories

A favorite movie and why. *(*can elevate this one by pulling out themes, and/or characters, can compare with other movies, etc.)*

What types of movies do you like and why? (romanticas, etc.) / Which ones don't you like and why?

Describe different movies that you like. Describe the plot and the characters. Where does it take place? Etc.

What do you do in your free time?

What do you do in school?

Describe your school. (classes, physical description, the people, etc.)

Describe experiences in your school. (Classmates, teachers, events, etc.)

Describe tu maestro/a favorito/a y por que

Describe un/a maestro/a que no te gusta y por que (no nombres!)

Describe tu clase favorita y por que

Describe una clase que no te gusta y por que



What do you do with your family?

- for vacations
- during the week
- during the weekend
- during holidays
- for birthdays
- for anniversaries

What do you do with your friends?

- during school
- during the weekend
- during the week
- etc.

Do you spend more time with your family or friends? Why? Do you similar or different activities? Do you talk about similar or different things? Compare.

What is a holiday that you like / don't like and why?

Describe your favorite birthday party and why? (where, with who, what, when, etc)

Describe a party (with your friends, family, etc.

Describe the perfect day (with who, what do you do, when, weather, activities)

Describe the perfect date

Describe a bad date

Describe your perfect girl/boyfriend OR a horrible girl/boyfriend (this one can also lead to lots of 'storytelling' about experiences with ex's ;)

Describe your house (this could be done for many different reasons and in many different ways – to teach actual objects and rooms, or just to get them to think about their routines, what different people in their house do, list parts of a house, etc.)

Describe your favorite day of the week and why?

What do you do on your favorite day?

Describe a day of the week you don't like and why.

What do you do on those days normally?

Current Topics of Interest: television programs / controversies / etc. (You are looking for opinions)

**Even in 2nd yr (possibly in 1st yr), students can begin to talk very simply about topics de controversy.*

Friends with benefits

'Bullying'

Polygamy (one husband with four wives, etc)

*could elevate it by talking about other countries and religions and their expectations)

School dances

-Same-sex couples that go

Celebration weeks (homecoming, etc.)

Emergencies

Natural disasters (Haiti, miners in Chile, hurricanes, etc.)



Differentiation Techniques

- Mini-lessons to small groups based on readiness -- kids go to where they need help with (*Lori's idea of doing 'writing workshops', etc.*)
- Independent reading -- helping individuals find the right stuff to read
- Students working together
- Students conferring on difficult problems helps -- calling on them randomly after the conferring adds to the need to discuss difficult problems in a real way
- Students choose activity/group they need depending on what they need to move forward
- Socratic seminars with everyone required to participate moving into fishbowl discussion
- Leave opportunity for writing topic to be interest based
- Know your outcome/goal for students -- ask students "what can you do that will interest you and still demonstrate your mastery of the outcome?"
- Students develop "pledges" that lead to assisting others with their learning
- Writing a resume for the future -- each student had to look at their individual path
- Some kids need extra time -- making myself available outside of class (and inviting students personally to come) can help give them that time
- Making sure kids know and understand what level/skill/outcome they need to attain and where they are now helps them set a path to get there
- My advanced students propose what they will teach to the class -- that benefits the class and deepens their mastery
- Leaving projects somewhat open-ended to allow for some choice adds to engagement and personalizes
- Discovering their individual talent and celebrating it (and using it)
- During an activity, stop by each student and stamp homework -- this gives me a chance to see if they are stuck and give individual help



Resources in Spanish

Resources (in Spanish):

- Food flashcards: <http://quizlet.com/3194263/la-comida-flash-cards/>
 - Interesting website on qué/cuál
http://Spanish.about.com/cs/grammar/a/que_vs_cual.htm
 - Nanosh's website: <http://www.nanosh.com/Spanish/>
 - Hangman games: <http://www.elmaeagles.com/Spanish.htm>
- Spanish I website resources:

Introducciones:

<http://www.quia.com/jg/496089.html>
<http://www.quia.com/cb/44142.html>
<http://www.digitaldialects.com/Spanish/Phrases.htm>
http://www.digitaldialects.com/Spanish/phrases_vocabulary/1.htm
http://www.ver-taal.com/vocpr_encuentros_lista.htm
http://www.ver-taal.com/vocpr_encuentros.htm
<http://www.quia.com/jg/496092list.html>
http://www.ver-taal.com/vocpr_encuentros.htm
<http://www.quia.com/jg/496092list.html>

El cuerpo:

<http://www.quia.com/jg/496103.html>
<http://www.quia.com/quiz/794975.html>
<http://www.purposegames.com/game/body-parts-Spanish-vocabulary-quiz>
<http://www.purposegames.com/game/Spanish-body-parts-quiz-quiz>
<http://www.purposegames.com/game/922>
<http://www.purposegames.com/game/body-parts-Spanish-quiz>

Los números:

<http://www.quia.com/hm/181565.html>
<http://quizlet.com/549371/Spanish-numbers-1-100-flash-cards/>
<http://www.purposegames.com/game/2638>
<http://www.purposegames.com/game/Spanish-numbers-quiz>
http://www.digitaldialects.com/Spanish/numbers_1I.htm
http://www.digitaldialects.com/Spanish/numbers_2I.htm
http://www.digitaldialects.com/Spanish/numbers_3I.htm
http://www.ver-taal.com/ej_numerales1.htm
http://www.ver-taal.com/ej_numerales0_10.htm
http://www.ver-taal.com/ej_numerales1_99.htm

Los colores:

<http://www.quia.com/jg/280547.html>
<http://www.quia.com/ba/34706.html>
<http://www.quia.com/hm/495406.html>
<http://www.purposegames.com/game/Spanish-basic-colors-quiz>
<http://www.purposegames.com/game/colors-in-Spanish-quiz>
<http://www.digitaldialects.com/Spanish/Colour.htm>
http://www.ver-taal.com/crucigrama_colores.htm

El tiempo:

<http://www.quia.com/mc/1590008.html>
<http://www.quia.com/pp/2088.html>
<http://www.digitaldialects.com/Spanish/Daysmonths.htm>
<http://www.quia.com/hm/145997.html>
<http://www.digitaldialects.com/Spanish/Time.htm>

Países y capitales:

<http://www.quia.com/jg/65520.html>
<http://www.purposegames.com/game/Spanish-speaking-countries-quiz>
<http://www.purposegames.com/game/2393>

¿Qué es un verbo?

http://www.youtube.com/watch?v=h4QEzJe6_ok